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Serial
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1960-1961

Columbia University Bulletin • Series 60 • Number 37 • September 10, 1960

Issued at Columbia University, New York 27, N.Y., weekly from January for forty-five consecutive issues. Second-class postage paid at New York, N.Y.

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The Faculty of Medicine of Columbia University

Department
of
Nursing

1960-1961

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B.S., Columbia, 1940; M.A., New York University, 1952; Graduate, Presbyterian Hospital School of Nursing, 1936

Dorothy E. Reilly. *Associate Professor of Nursing*

B.S., Columbia, 1943; M.S., Boston University, 1950; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1942

Marion D. Cleveland. *Assistant Professor of Nursing*

B.S., Columbia, 1941; M.S., 1945; Graduate, Presbyterian Hospital School of Nursing, 1927

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B.S., Columbia, 1954; M.A., 1956; Graduate, Department of Nursing, Faculty of Medicine, 1941

Marcia Mary Gatchell. *Instructor in Nursing (Nutrition)*

B.S., Wisconsin, 1925

MEDICAL-SURGICAL NURSING

Elizabeth S. Gill. *Assistant Professor of Nursing*

B.S., Elmira, 1927; M.A., Columbia, 1958; Graduate, Presbyterian Hospital School of Nursing, 1937

Mary E. Windrow. *Assistant Professor of Nursing*

B.S., Columbia, 1946; M.A., New York University, 1959; Graduate, Department of Nursing, Faculty of Medicine, Columbia, 1940

FIRST YEAR

Harriet M. Deleuran. *Assistant Professor of Nursing (Science)*

B.S., Columbia, 1939; M.A., 1942; Graduate, Presbyterian Hospital School of Nursing, 1933

Lydia A. Bosanko. *Associate in Nursing*

A.B., Syracuse, 1950; B.S., Columbia, 1958; Graduate, Department of Nursing, Faculty of Medicine, 1958

Lorraine Betz. *Instructor in Nursing*

B.S., Columbia, 1959; Graduate, Department of Nursing, Faculty of Medicine, 1959

Joanne L. Heinly. *Instructor in Nursing*

B.S., Columbia, 1955; Graduate, Department of Nursing, Faculty of Medicine, 1955

Doreen A. Kolditz. *Instructor in Nursing*

B.S., Columbia, 1957; M.A., 1960; Graduate, Department of Nursing, Faculty of Medicine, 1957

Suzanne M. Law. *Instructor in Nursing*

A.B., Seton Hall, 1956; B.S., Columbia, 1959; Graduate, Department of Nursing, Faculty of Medicine, 1959

Teresita Maxwell. *Instructor in Nursing*

B.S., Columbia, 1957; Graduate, Department of Nursing, Faculty of Medicine, 1957

Frances G. Mulvey. *Instructor in Nursing*

B.S., Columbia, 1957; Graduate, St. Peter's School of Nursing, 1951

Patricia W. Starr. *Instructor in Nursing*

B.S., Columbia, 1956; Graduate, Department of Nursing, Faculty of Medicine, 1956

Joan S. Roselle. *Instructor in Nursing*

B.S., Columbia, 1954, Graduate, Department of Nursing, Faculty of Medicine, 1954

SECOND YEAR

Eunice C. Messler. *Associate in Nursing*

A.B., Barnard, 1952; M.N., Frances Payne Bolton School of Nursing, Western Reserve, 1956

Margaret A. Del Mar. *Instructor in Nursing*

B.S., Columbia, 1952; Graduate, Department of Nursing, Faculty of Medicine, 1952

Margaret J. Hawthorne. *Instructor in Nursing*

B.S., Columbia, 1939; Graduate, Presbyterian Hospital School of Nursing, 1927

Gilda Mancinelli. *Instructor in Nursing*

B.S., Columbia, 1955; Graduate, Stamford Hospital School of Nursing, 1945

Lucille D. Manning. *Instructor in Nursing*

B.S., New York State College for Teachers, 1935; B.S., Columbia, 1949; Graduate, Department of Nursing, Faculty of Medicine, 1949

Marguerite L. Peters. *Instructor in Nursing*

B.S., Columbia, 1948; Graduate, Department of Nursing, Faculty of Medicine, 1948

Joyce E. Sammis. *Instructor in Nursing*

B.S., Columbia, 1953; Graduate, Department of Nursing, Faculty of Medicine, 1953

Barbara A. Simpson. *Instructor in Nursing*

B.S., Columbia, 1954; Graduate, Department of Nursing, Faculty of Medicine, 1954

Yvonne A. Trebilcock. *Instructor in Nursing*

B.S., Columbia, 1948; M.A., New York University, 1955; Graduate, Department of Nursing, Faculty of Medicine, 1948

Marianna Pieck. *Assistant in Nursing*

B.S., Columbia, 1957; Graduate, Department of Nursing, Faculty of Medicine, 1957

Catherine M. Towey. *Assistant in Nursing*

B.S., Our Lady of Good Counsel, 1950; B.S., Columbia, 1953; Graduate, Department of Nursing, Faculty of Medicine, 1953

THIRD YEAR

Mary W. Britten. *Associate in Nursing*

B.S., Columbia, 1959; Graduate, Department of Nursing, Faculty of Medicine, 1959

Jean B. Gunn. *Instructor in Nursing*

B.S., Columbia, 1959; Graduate, Methodist Hospital School of Nursing, Philadelphia, 1951

Dorothy K. Hagner. *Instructor in Nursing*

B.S., Columbia, 1939; Graduate, Presbyterian Hospital School of Nursing, 1931

MATERNITY NURSING

Mary I. Crawford.* *Associate Professor of Nursing*

B.S., Michigan, 1943; M.A., Columbia, 1952; M.N., Frances Payne Bolton School of Nursing, Western Reserve, 1945

* Certified Nurse Midwife

- Eunice K. MacDonald.* *Assistant Professor of Nursing (Graduate Program)*
B.S., Hunter, 1957; M.P.H., Columbia, 1959; Graduate, Waltham Hospital School of Nursing, 1947
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B.S., Columbia, 1941; M.A., 1948; Graduate, Department of Nursing, Faculty of Medicine, 1941
- Jean W. Tease. *Associate in Nursing (Graduate Program)*
B.S., Cornell, 1951; M.S., Columbia, 1960; Graduate, Cornell University-New York Hospital School of Nursing, 1951
- Mary J. Brooks. *Instructor in Nursing*
A.B., Beaver, 1945; B.S., Columbia, 1948; Graduate, Department of Nursing, Faculty of Medicine, 1948
- Carmela Cavero.* *Instructor in Nursing*
B.S., Cornell, 1955; M.S., Columbia, 1960; Graduate, Cornell University-New York Hospital School of Nursing, 1955
- Glenda L. Fregia.* *Instructor in Nursing*
B.S., Baylor, 1956; M.S., Columbia, 1960; Graduate, Baylor University School of Nursing, 1956
- Genevieve M. Harper. *Instructor in Nursing*
B.S., Hunter, 1959; Graduate, Holyoke Hospital School of Nursing, 1939
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B.S., Columbia, 1941; M.S., 1959; Graduate, Presbyterian Hospital School of Nursing, 1934
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B.S., New York University, 1949; Graduate, St. Francis Hospital School of Nursing, 1933

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B.S., Columbia, 1952; M.A., 1957; Graduate, Cochran School of Nursing, 1947
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B.S., Connecticut College for Women, 1930; M.A., New York University, 1952; Graduate, Presbyterian Hospital School of Nursing, 1936
- Carolyn Dawson. *Instructor in Nursing*
A.B., Bates, 1955; M.A., Columbia, 1959; Graduate, Bates College Department of Nursing, 1955
- Edith C. Luik. *Instructor in Nursing*
B.S., Columbia, 1958; M.A., 1959; Graduate, St. Luke's Hospital School of Nursing, 1954
- Priscilla C. Parke. *Instructor in Nursing*
A.B., Smith, 1934; M.N., Yale School of Nursing, 1945
- Ann B. Freyfogle. *Instructor in Nursing*
B.S., Columbia, 1958; Graduate, St. Luke's Hospital School of Nursing, 1947
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B.S., Columbia, 1958; Graduate, Department of Nursing, Faculty of Medicine, 1958

PSYCHIATRIC NURSING

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B.S., Columbia, 1943; M.A., 1951; Graduate, School of Nursing, University of Maryland, 1929

* Certified Nurse Midwife

Gertrude Clawson. *Instructor in Nursing*

B.S., Pittsburgh, 1949; M.A., Columbia, 1953; Graduate, Prospect Heights Hospital School of Nursing, 1936

Mary Sullivan. *Instructor in Nursing*

B.S., Columbia, 1933; M.A., 1955; Graduate, Massachusetts General Hospital School of Nursing, 1930

PUBLIC HEALTH NURSING

Constance P. Cleary. *Associate Professor of Nursing*

B.S., New York University, 1953; M.A., Columbia, 1958; Graduate, Bellevue Hospital School of Nursing, 1946

Eleanor E. Mills. *Associate in Nursing*

B.S., New York University, 1952; M.A., 1959; Graduate, Mercer Hospital School of Nursing, 1934

Mary Opalak. *Instructor in Nursing*

B.S., New York University, 1955; M.A., Columbia, 1958; Graduate, Bellevue Hospital School of Nursing, 1949

Eleanor R. Speer. *Instructor in Nursing*

A.B., Bryn Mawr, 1948; B.S., Columbia, 1957; Graduate, Department of Nursing, Faculty of Medicine, 1957

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Delphine W. Wolcott. *Assistant Professor of Nursing*

B.S., Columbia, 1926; M.A., 1946; Graduate, Presbyterian Hospital School of Nursing, 1936

Loretta Ann Verdisco. *Instructor in Nursing*

B.S., Columbia, 1958; Graduate, Department of Nursing, Faculty of Medicine, 1958

OUTPATIENT NURSING

Constance C. Hamon. *Assistant Professor of Nursing*

B.S., New York University, 1942; M.A., 1957; Graduate, Presbyterian Hospital School of Nursing, 1929

Barbara L. Farrell. *Instructor in Nursing*

B.S., Columbia, 1958; Graduate, Department of Nursing, Faculty of Medicine, 1958

Mary D. Marcelon. *Instructor in Nursing*

B.S., Columbia, 1956; Graduate, Department of Nursing, Faculty of Medicine, 1955

NEUROLOGIC NURSING

Martha E. Haber. *Assistant Professor of Nursing*

B.S., Columbia, 1949; M.A., 1959; Graduate, Department of Nursing, Faculty of Medicine, 1949

Helen J. Ross. *Instructor in Nursing*

B.S., Washington University, 1953; M.A., Columbia, 1958; Graduate, Washington University School of Nursing, 1953

Joyce E. Bittner. *Recreational Director*

B.S., Florida, 1946; M.A., Columbia, 1956

Florence L. Vanderbilt. *Director of Residence and Health*

B.S., Columbia, 1936; Graduate, Presbyterian Hospital School of Nursing, 1927

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Phillip Polatin, M.D. *Professor of Clinical Psychiatry*

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Donald S. Kornfeld, M.D. *Instructor in Psychiatry*

Bernard D. Schoenberg, M.D. *Instructor in Psychiatry*

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Jack J. Goldman, M.D. *Lecturer; First Deputy Commissioner, Westchester County Department of Health*

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	Miss Mary Marcelon; Dean H. Houston Merritt and Associate Dean Aura E. Severinghaus (<i>ex officiiis</i>)
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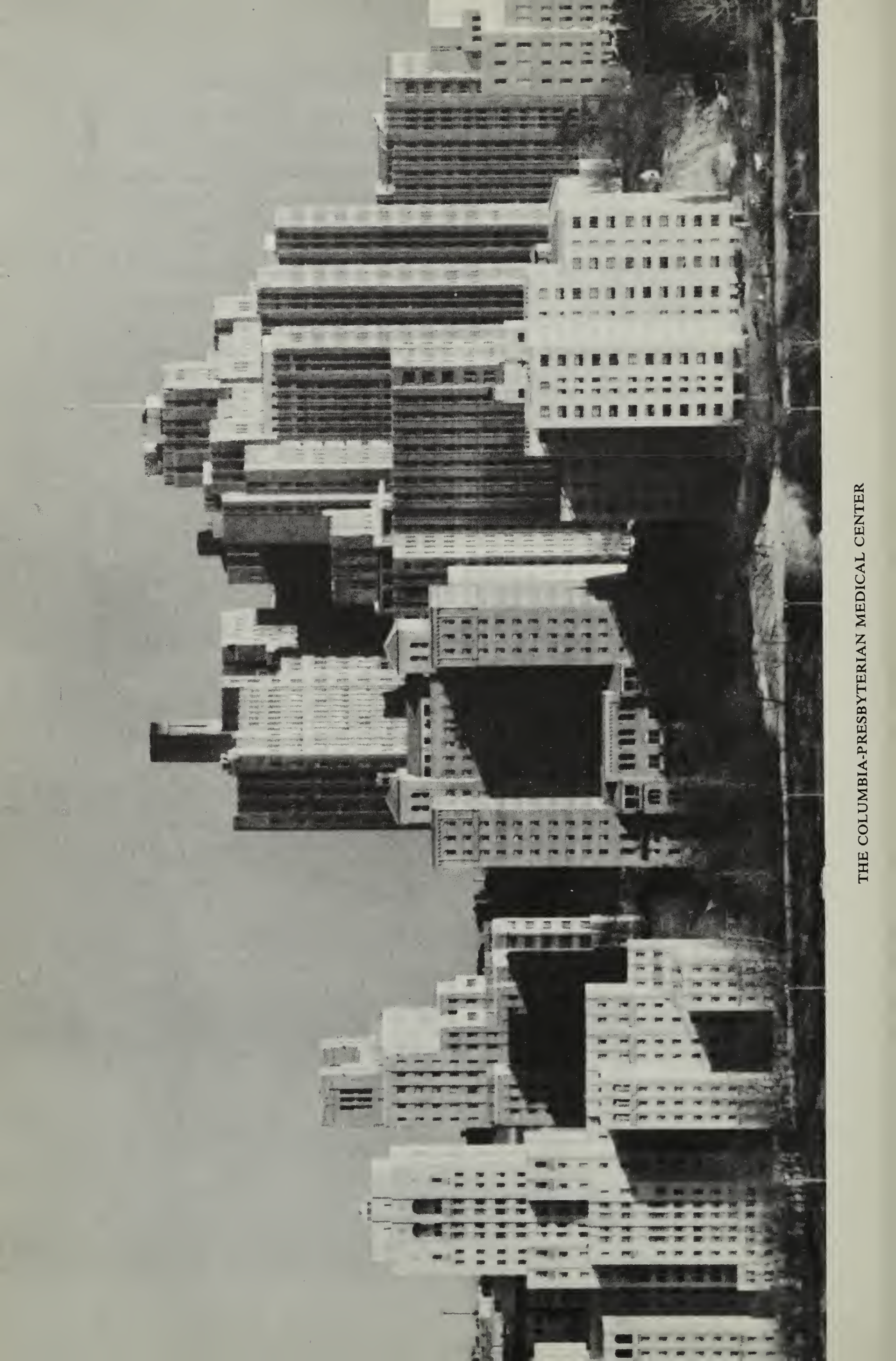
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Bernis D. Moss, Jr., M.S. *Business Officer*

Eileen Daly. *Assistant to the Registrar of the University*

Catherine MacLean. *Departmental Secretary*



THE COLUMBIA-PRESBYTERIAN MEDICAL CENTER

The School of Nursing

In 1935 the College of Physicians and Surgeons of Columbia University assumed the responsibility for the educational program of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine.

The School of Nursing was founded in 1892 by the Board of Managers of the Presbyterian Hospital. Anna C. Maxwell, R.N., M.A., the first director of the School, established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect upon the growth of the profession to its present dignity and importance. Nearly four thousand nurses have been graduated since the School was opened. The School is nonsectarian.

The hospital's interest in teaching had been further demonstrated by affording clinical education for the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia-Presbyterian Medical Center.

The Department of Nursing is approved by the Accrediting Service of the National League for Nursing, including accreditation for public health nursing, and is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

THE COLUMBIA-PRESBYTERIAN MEDICAL CENTER

The Medical Center, at 168th Street and Broadway, overlooking the Hudson River, was opened in 1928. The site was the gift of Mrs. Stephen V. Harkness and her son, Edward S. Harkness, both of whom were generous contributors to the project. As its name implies, the Medical Center is composed of Columbia University's medical divisions—the College of Physicians and Surgeons, the School of Dental and Oral Surgery, the School of Public Health and Administrative Medicine, and the Department of Nursing—and of a number of specialized hospitals, chief of which is the Presbyterian Hospital and its subdivisions—the Squier Urological Clinic, the Institute of Ophthalmology, Harkness Pavilion (for private patients), Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, the New York Orthopaedic Hospital, and the Mary Harkness Convalescent Home. Francis Delafield Hospital (for the study and treatment of cancer), the New York State Psychiatric Institute, and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health) are also part of the Medical Center group. See the map on the back cover and the photograph on the facing page.

The parts of the Medical Center which the nursing student comes to know most intimately are the Presbyterian Hospital and its subdivisions. All have histories and enviable professional reputations dating back many years before they merged to form the Center.

The hospital was founded in 1868 with the aim of "affording medical and surgical aid and nursing care to sick or disabled persons of every creed, nationality, and color," and has, throughout its history, fostered constant study for improved methods of health care. It is housed in a twenty-two story building which is divided into floor units of between sixty and seventy beds. The clinical facilities and opportunities for learning are unsurpassed.

Two other divisions of the Medical Center—the New York State Psychiatric Institute and the School of Public Health and Administrative Medicine—may be especially mentioned for their particular contribution to the instruction offered by the Department of Nursing. Members of the Institute staff and faculty members of the School take an active part in teaching, respectively, the courses in psychiatric nursing and in public health.

Nursing students also become familiar with the University's main campus at Broadway and 116th Street and share in all the resources of the University—social, intellectual, and recreational.

PUBLIC HEALTH AGENCIES

Through the programs and practices of such agencies as the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing of the Department of Health of the City of New York, students have the opportunity to work with patients and their families in their own homes and to participate with other community agencies in planning for comprehensive care.

LIBRARIES

In the Medical Library, which is on the third floor of the College of Physicians and Surgeons, there is a large number of reference books and recent periodicals. Students in the Department of Nursing use this library as their main source of reference. They also use the Tod Memorial Library in Anna C. Maxwell Hall. Latest editions of approved reference books are supplied from the Anna C. Maxwell Reference Library Fund. Supplementary library facilities in the various clinical specialties are available for student use.

The vast resources of the libraries on the Morningside campus, at 116th Street and Broadway, are also available to students. They not only supplement resources in the Medical Library, but allow the student to pursue any field of interest.

Program of Study

The basic professional nursing program at Columbia prepares qualified young women to practice nursing effectively in hospitals, homes, and in the various types of health agencies. Nursing is interpreted as including health promotion through education, care of the sick and injured, and their restoration to a useful place in society.

The program of study includes instruction in the basic sciences and nutrition; theory and supervised experiences in the major clinical areas of medical, surgical, maternity, orthopedic, pediatric, psychiatric, and public health nursing. This is undertaken in the context of comprehensive patient care and includes theory and supervised practice related to the assumption of a leadership role.

Completion of the program requires three academic years and two summer sessions and leads to the award of the degree of Bachelor of Science. Those who enter with a baccalaureate degree complete the program in two years and four months (see page 27). Special conferences, seminars, assignments, and clinical experiences are provided which will assure development of their potential for making a major contribution to the nursing profession.

Throughout her nursing education, the student is encouraged and provided the opportunity to become aware of the social and health needs of individuals and the community, their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of the student physically, mentally, emotionally, and culturally, with emphasis on her interests, needs, and responsibilities as a person, a member of the nursing profession, and as a citizen.

The student is introduced to the various opportunities in nursing and is helped to select for further study and experience that field of nursing in which she will find her greatest satisfaction and to which she can make her optimum contribution.

PHILOSOPHY OF NURSING EDUCATION

Education on a baccalaureate level, which includes basic preparation for professional nursing, must afford the student the maximum opportunity to develop as a person, with a broad understanding of man and his relationship to the society in which he lives, and to acquire the professional competence which will enable her to assume the responsibilities inherent in her profession.

It is the belief of the Department of Nursing that pre-nursing education, acquired in a liberal arts setting, enhanced by participation in a diversified co-curricular program provides a sound base on which professional education can be built.

The Department of Nursing, in keeping with the broad educational philosophy of Columbia University, seeks to develop intellectual strength in the student, a strength which will best enable her to develop in mind and spirit. It is challenging, and of concern, to realize that however vast an array of facts is acquired by the



NURSE-PATIENT RELATIONSHIPS ARE MOST SATISFYING

student, this acquisition can be of only temporary worth. In nursing, as in other professions, newer knowledge effects ever changing concepts which rapidly out-mode current practice. The student who attains intellectual strength, however, possesses the power to observe carefully, organize ideas, analyze critically, perceive new possibilities, and evaluate objectively. These abilities enable her to assume responsibility for basic nursing related to comprehensive patient care. Through this approach to learning and professional practice, the student is prepared to continue her own education, enlarge her store of knowledge, and achieve continued personal and professional satisfaction.

The Department of Nursing further believes that students with advanced formal education and experience, who evidence ability in the program, should be afforded the opportunity to progress as rapidly as is consistent with sound professional preparation.

THE CHOICE OF A PROFESSION

The young woman today finds a bewildering number of possibilities open to her as she considers her future.

The spotlight of public opinion is strongly focused on nursing as the need for the services of skilled, intelligent professional nurses continues. Estimates of the probable number required for the maintenance of health services throughout the nation, in civilian and veterans hospitals, in urban and rural communities, and in the Army and Navy Nurse Corps, call for many more professional nurses than are available at present. This demand is increased by the broadening concepts of world leadership that our country is being asked to assume.

A professional education in nursing affords a broad understanding of health needs as they relate to individuals and groups, as well as an appreciation of the role of the nursing profession. This preparation is personally valuable to the nurse, enabling her to make major contributions to the planning of nursing and health care in a great variety of situations. Graduate nurses have proven themselves to be valuable members of governing boards of many organizations in communities all over the world.

The candidate for nursing who is serious in her interest and plans should evaluate her qualifications candidly and thoroughly. A sincere interest in people and their welfare is essential in all fields of nursing. Preparation in liberal arts and broadening cultural experiences are important.

Academic requirements are outlined on page 25. The School will welcome an opportunity to guide its candidates well in advance of the date of entrance.

It is highly desirable to secure some experience as a volunteer in a hospital before entering a school of nursing. There are many opportunities for trying out practical "work-samples" of nursing and securing some contact with patients, even at an elementary level. Such a procedure furnishes an excellent laboratory for proving one's fitness for nursing and the seriousness of one's interest in the problems of health and welfare.

CAREERS IN NURSING

The program in nursing at the Columbia-Presbyterian Medical Center offers



OFF FOR A DAY OF FIELD WORK IN PUBLIC HEALTH NURSING

excellent preparation for the countless opportunities which are open to registered professional nurses in different fields.

In the institutional field a major challenge is offered to nurses who are able to give expert bedside care. Nurses with particular interest and ability in guiding others in giving patient care will find opportunities to fill positions of "team leaders." With additional experience and preparation, head nurse, supervisory, and teaching positions are open to those who qualify. There are many opportunities for those who wish to specialize in various clinical branches of nursing, such as pediatrics, obstetrics, psychiatry, or orthopedics.

Public health nursing offers a large and growing field with a diversity of activities which affect all groups of society. It includes visiting nursing, school and industrial nursing, and nursing which is related to educational and preventive programs.

There are opportunities for important service and influence in a number of government services—the Veterans Administration, the Public Health Service, and the Army and the Navy Nurse Corps.

Many universities, such as Columbia, give excellent courses to graduate nurses wishing to prepare themselves for executive or teaching positions in schools of nursing or hospitals, or in public health nursing.

Whether practicing her profession in the hospital, the home, the industrial plant, or the rural community, the modern nurse occupies a position of responsibility and honor. She is constantly in contact with the medical practitioner, the public health officer, the industrial physician, and the social worker, as well as with governmental and voluntary relief agencies and others concerned with the health of the community. American nurses have a large share of responsibility in restoring health and welfare services in many parts of the world. The opportunities for service increase rather than diminish, both at home and abroad.

QUALIFICATION FOR REGISTERED PROFESSIONAL NURSE (R.N.)

A registered school of nursing is one which meets the educational requirements of the Board of Regents of the University of the State of New York. Having met these requirements, its graduates are eligible for the examinations of the Board of Regents. These examinations are held at intervals during the year under the direction of the Department of Education of New York State. After passing these examinations the graduate nurse becomes a Registered Professional Nurse (R.N.).

According to the law in New York State, only those persons who have filed intentions of becoming United States citizens may be admitted to the examinations for license to practice as registered nurses. Candidates who are not citizens should discuss this question carefully before filing application for entrance to the School.

GRADUATE STUDY

A course in maternity nursing, leading to a Master of Science degree, is offered by the Department of Nursing in cooperation with the Department of Obstetrics and Gynecology, the School of Public Health and Administrative Medicine, Presbyterian Hospital, and the Maternity Center Association.

The program is designed to prepare nurse specialists in maternity nursing and is

directed toward improving patient-and-family-centered care. Through instruction and supervised practice in the science and art of obstetrics the nurse is prepared to meet special requirements related to the management of the antepartal, intrapartal, and postpartal phases of childbearing under medical guidance. A special bulletin is available on request.

The Division of Nursing Education of Teachers College, Columbia University, offers to graduate nurses the opportunity of preparing themselves further for work in the nursing school, hospital, and public health fields. These programs lead to a Master's degree.

The Alumnae Association of the Presbyterian Hospital School of Nursing has two endowed funds for scholarships for advanced study in nursing education which may be pursued in many leading universities throughout the country.

Courses of Instruction

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

► SUMMARY OF THE PROGRAM

FIRST YEAR

AUTUMN TERM:

Orientation
Nursing 45
Physical Education 35

SPRING TERM:

Medical-Surgical Nursing 46
Physical Education 36

SUMMER VACATION: four weeks

CHRISTMAS VACATION: one week

Supervised clinical practice during the autumn term averages 12 hours a week; during the spring term, 24 hours a week.

SECOND YEAR

ONE QUARTER:

Maternity Nursing 60

ONE QUARTER:

Pediatric Nursing 61

TWO QUARTERS:

Sociology-Nursing 55
Medical-Surgical Nursing 56
Medical-Surgical Nursing 58

SUMMER VACATION: four weeks

One quarter is twelve weeks long. Supervised clinical practice averages 28 hours a week.

THIRD YEAR

ONE QUARTER:

Psychiatric Nursing 65

ONE QUARTER:

Nursing in Selected Long-Term
Illnesses 85

ONE QUARTER:

Outpatient Nursing 70
Public Health Nursing 75

ONE QUARTER:

Nursing 90

One quarter is twelve weeks long. Supervised clinical practice averages 28 hours a week.



SENIOR SEMINAR IN MEDICAL AND SURGICAL NURSING

THE MEDICAL LIBRARY IS SHARED BY ALL STUDENTS OF THE HEALTH PROFESSIONS



► FIRST YEAR: AUTUMN TERM

Orientation.

No point credit

Professors Deleuran, Gill, Lee, Pettit; Miss Vanderbilt; and associates.

Orientation acquaints the student with the academic program and facilities of the School and with the community. The program is carefully developed in cooperation with the Student Government Association, which assumes an active role in introducing the new student to community and professional living.

Nursing 45.

14 pts

Professors Deleuran, Gill, Jones, Pettit; Misses Betz, Bosanko, Heinly, Kolditz, Law; Mrs. Gatchell; and members of the Department of Anatomy, Biochemistry, Medicine, Microbiology, Physiology, Psychiatry, Public Health, and Surgery.

This course is offered in three parts:

A. Nursing, including the social and behavioral sciences, is designed to help the student develop beginning competence in the practice of nursing. Basic knowledge and skills related to ministrations, observation, judgment, and communications are introduced. Through the use of the problem-solving approach, she learns the nurse's role in identifying the needs of patients and has the opportunity to develop skills which the nurse uses in providing for the comfort and daily needs of the patient. The student's previous learnings in sociology and psychology are deepened, and she is assisted in applying them in the helping process as she works with patients. Emphasis is placed on the meaning of illness to the individual and the interrelatedness of personality development, family structure, community, cultural, and spiritual factors in his behavioral responses.

B. As the student learns about the roles of the nurse, she is also developing a body of knowledge in the biological and physical sciences in order to understand the effects of illness and the reasons for the various kinds of care. Content from anatomy, physiology, chemistry, microbiology, and nutrition are presented in an integrated manner to show their interrelatedness in understanding the normal body structure and function.

C. The last unit increases the student's knowledge in both of the foregoing areas as old and new learnings are applied to meeting the nursing needs of patients presenting commonly encountered responses to illness.

Throughout the course concurrent supervised practice in the care of patients and postexperience conferences are aimed to help the student closely relate her developing knowledge of nursing and science principles to the practice of nursing.

Physical Education 35.

No point credit

Miss Bittner.

Principles of correct alignment for posture and activity, relaxation techniques, swimming and life-saving methods, artificial respiration, and folk and square dancing. Height-weight relationships, flexibility, and ease in movement are emphasized.

► FIRST YEAR: SPRING TERM

Medical-Surgical Nursing 46.

14 pts

Professors Deleuran, Gill, Jones, Pettit; Misses Betz, Bosanko, Heinly, Kolditz, and Law; Mrs. Gatchell; and members of the Departments of Anatomy, Biochemistry, Medicine, Microbiology, Physiology, Psychiatry, Public Health, and Surgery.

The purpose of this course is to help the student develop a beginning competence in comprehensive nursing care which is necessary to meet the total needs of the patient with a medical or surgical problem. This involves the development of understandings, skills, and appreciations basic to the related nursing care, kinds of observations, therapeutic and rehabilitative aspects of medical and surgical nursing, effective verbal and nonverbal communication, and principles and methods of teaching patients.

The units which constitute the framework of the course consist of the nursing care of patients with infection, cardio-vascular-renal disorders, tumors, collagen, and endocrine disorders.

The approach to each of the units is through an analysis of special nursing needs and the measures employed to meet them; physiological, anatomical, chemical, microbiological, and physiological principles in operation; forms of therapy, including diet and drug; epidemiological factors relating

to disease prevention and control; available community resources; rehabilitation necessary in assisting the patient to become a functioning member of society; and pertinent observations, their interpretation and effective recording. Special nursing needs include consideration of the patient's behavioral responses to illness, socio-cultural or socio-economic factors in operation, and teaching needs. Supervised practice and a variety of clinical conferences are provided in the medical and surgical patient settings. The concept of patient care is broadened by observation in the outpatient department and the recovery room.

Physical Education 36.**No point credit**

A continuation of *Physical Education 35*.

► **SECOND YEAR: SUMMER, AUTUMN, AND SPRING TERMS****Sociology-Nursing 55.****2 pts**

Professors Lee, Pettit, and Reilly; Miss Messler; and associates.

This course aims to develop an appreciation of nursing, past and present, through a study of the historical development of the profession and through a discussion of the nurse's place in her profession, in professional organizations, and in her community. The role of the nurse in civil defense and community disaster is particularly emphasized.

Medical-Surgical Nursing 56.**2 pts**

Professor Gill; Misses Messler and Trebilcock; Mrs. Peters; and associates.

The components of comprehensive nursing care are studied by planning long-term treatment of patients with specially selected medical and surgical problems and through discussion of the nurse's role in relation to community resources and allied professional groups. Field trips, panel discussions, and case presentations are utilized.

Medical-Surgical Nursing 58.**4 pts**

Medical-Surgical Nursing 58A. Professors Gill and Jones; Misses Cutler, Del Mar, Manning, Messler, Pieck, and Towey; Mrs. Gatchell.

The student increases the knowledge and skills that are essential to planning and administering all phases of nursing care throughout the twenty-four-hour period and develops further her powers of observation and judgment in the clinical situation. Supervised practice of patient care during the day, evening, and night period is provided.

Emphasis on such factors as the role of the family and the community, socio-cultural and economic aspects, and spiritual and psycho-social implications helps to further the student's awareness of comprehensive patient care. Emphasis is placed also on factors entering the rehabilitation of the patient, such as the role of all health-team members and the importance of patient-family teaching. Through a multi-disciplinary approach the student comes to appreciate that many disciplines can provide a broad program of medical-surgical care and health promotion.

Two weeks in the recovery room give her experience in caring for patients immediately after surgery.

Gynecologic Nursing 58B. Professor Crawford; Mrs. Peters; members of the Department of Obstetrics and Gynecology.

This unit is arranged to show the modifications of nursing of medical and surgical patients as they relate to gynecological conditions. Patient and family teaching in relation to post-hospital care of these patients is emphasized.

Urologic Nursing 58C. Professor Gill; Misses Cutler and Trebilcock; members of the Department of Urology.

This unit is arranged to show the modifications of the nursing of medical and surgical patients as they relate to urological conditions. Special needs of the geriatric patient and the patient with congenital anomalies are stressed. Patient and family teaching in relation to the post-hospital care of these patients is emphasized.

Surgical Nursing 58D. Operating room. Professor Gill; Misses Mancinelli and Messler; members of the operating room team.

The student learns to recognize the major needs of the patient during the operative period, particularly his psychological needs immediately preceding operation. Application of the principles of aseptic technique in operating room practice is emphasized. Students have the experience of partici-

pating in the nursing role of patient care during the immediate operative cycle, that is, the pre-operative period, anesthesia induction, the surgical phase, intensive care in recovery room, and postoperative care in the surgical unit. Conferences provide opportunity for further analysis of patients' needs during this period and the approach the nurse uses in meeting each need.

Maternity Nursing 60. 4 pts

Professor Crawford; Misses Cameron, Fregia, and Tease; members of the Department of Obstetrics and Gynecology.

The student is given an opportunity to acquire the knowledge and skills necessary to provide safe as well as satisfying nursing care throughout the entire maternity cycle. Special emphasis is placed on helping the student to explore the educational, emotional, physical, and social needs of individual mothers and their families throughout the maternity experience and to learn how these needs can best be met. She also learns what community resources are available to assist families. The student is encouraged to develop initiative and judgment. Under guidance she is helped to apply basic principles of maternal and child care to family situations.

Pediatric Nursing 61. 4 pts

Professor Peto; Misses Dawson, Farrell, Kent, and Luik; Mrs. Gatchell; members of the Department of Pediatrics.

The aim of this course is to assist the student to gain an understanding of the growth and development patterns of children, to appreciate and recognize the needs of the sick child, and to be aware of the effect of illness on the child and his family. Due consideration is given to the needs of the student for personal growth and professional competency; through conferences and supervised practice, she is assisted in using a problem-solving approach to meet the needs of the child in each new situation.

► THIRD YEAR: SUMMER, AUTUMN, AND SPRING TERMS

Psychiatric Nursing 65. 4 pts

Professors Cleary, Jones, and Morgan; Misses Clawson and Sullivan; members of the Department of Psychiatry and the New York State Psychiatric Institute.

This course enables the student to develop further her understanding of the constitutional and psychosocial determinants of behavior in health and disease. The focus is on providing opportunities for her to develop depth and scope in her understanding and skills in the comprehensive nursing care in a setting in which the patient is more likely to be concerned with his immediate role in home and community life. Concepts of the need for and the role of the family in providing for continuity of care are stressed. The student is also given an opportunity to broaden her understanding of the socio-economic, cultural, and religious groups of all ages who seek help from an outpatient department and how this affects her role as a nurse. The use of the referral process, community resources, and community agencies is strengthened while she is gaining experience in caring for patients and families in the clinic setting.

Outpatient Nursing 70. 2 pts

Professor Hamon and Miss Marcelon.

This course gives the student a greater appreciation for the needs of patients and families for health care in a setting in which the patient is more likely to be concerned with his immediate role in home and community life. Concepts of the need for and the role of the family in providing for continuity of care are stressed. The student is also given an opportunity to broaden her understanding of the socio-economic, cultural, and religious groups of all ages who seek help from an outpatient department and how this affects her role as a nurse. The use of the referral process, community resources and community agencies is strengthened while she is gaining experience in caring for patients and families in the clinic setting.

Public Health Nursing 75. 5 pts

Professor Cleary; Misses Mills, Opalak, and Spears; lecturers from the School of Public Health and Administrative Medicine; resource faculty from other areas of specialty in the School of Public Health, Department of Nursing, Department of Health, Visiting Nurse Association of Brooklyn, Inc., and Visiting Nurse Service of New York.

This course will provide the student with an opportunity to develop understanding of the broad field

of public health and public health nursing. Theory and practice are given concurrently to help the student understand how the public health nurse carries out her activities in any public health nursing setting. This includes knowledge of how the nurse interrelates with other people in the public health field and how the public health nurse uses the concepts of prevention, health maintenance, and rehabilitation in public health practice. Through study of public health history and organizations, as well as programs and their bases in the needs of people and communities, the student is helped to develop further her professional competence in contributing to the development of public health and public health nursing programs, and in implementing effectively and economically established programs, official and voluntary.

Nursing in Selected Long-Term Illnesses 85.

4 pts

Professors Cleary, Haber, Jones, and Wolcott; Misses Gunn, Hagner, and Verdisco; Mrs. Ross; members of the Departments of Neurology, Orthopedics, Otolaryngology, Ophthalmology, and Physical Medicine and Rehabilitation.

This course is designed to help the student add to her knowledge of nursing care in new situations and to apply previous learnings in caring for patients with disease entities which may be more disrupting and more emotionally and physically traumatic to the patient and the family. For the most part patients present problems relating to the loss of body part or body function, as seen in the areas of neurology, orthopedics, ophthalmology, and otolaryngology. Student observation in the outpatient department offers the opportunity to observe and to broaden the approach to comprehensive care, including preventive, maintenance, and restorative aspects of the continuity of care when the patient returns home. Methods of teaching include lecture, visual aid, demonstration, seminar, case presentation, and discussion. The services of members from all disciplines are utilized in the program. Theory and practice are concurrent and provide the means to crystallize and communicate what the student has learned.

Nursing 90.

3 or 5 pts

Professors Cleveland, Gill, Lee, Pettit, Reilly, and Windrow; Mrs. Britten; members of the Departments of Medicine, Psychiatry, and Surgery.

This course aims to help the third-year student further conceptualize her professional life as a graduate. Two major roles are stressed: the professional role of the nurse as a practitioner, and the nurse as an individual within a professional group. The former includes her ability to give comprehensive patient care*; to apply principles of teaching and learning in helping others to give patient care; to plan as a member or leader of the nursing team the care for a group of patients; and to identify and study problems related to patient care. The latter includes analysis of various careers available to the graduate; advanced graduate programs; and concerns relating to licensure, economic security, and professional satisfaction and growth. Lectures, discussions, and seminars are offered concurrently with supervised practice, including development by students of a research project dealing with a problem in nursing care.

*This aspect receives limited emphasis for students taking the course for 3 points. They will take *Continuity of Patient Care 90*, in which this aspect will be developed further.

Continuity of Patient Care 90.

2 pts

Professors Cleary, Gill, and Jones; Misses Dawson and Farrell; Mmes. Britten and Ross.

Emphasis is placed on the role of the nurse in planning for and meeting the immediate and long-term goals of patients whose problems necessitate a comprehensive approach. This experience, offered concurrently with field practice in public health nursing, provides opportunity for students to follow particular patients within the hospital setting, analogous to their experience in the public health field. The student plans with other members of the health team, the family, and the patient for meeting the needs of the patient. Concurrent seminars provide opportunity for group thinking in the solution of problems which arise in providing patient care.

Admission, Registration and Expenses

Candidates for admission must be between the ages of eighteen and thirty-five and must present a record of good health. They are admitted once a year, in September, under one of two classifications: Group A or Group B. All are candidates for the degree of Bachelor of Science.

GROUP A

Students who hold a baccalaureate degree acceptable to Columbia University and to the New York State Education Department are admitted to Group A. They may register with advanced time credit of five months and complete the program in two years and four months. Group A students are expected to maintain a B average throughout their program. Those who fail to do so are encouraged to proceed more slowly and to become part of Group B. This may be a requirement for continuing in the School.

GROUP B

In Group B are students who have completed at least two years of study in a college approved by Columbia University and the New York State Education Department. They complete the program in three academic years and two summer sessions. The sixty points in liberal arts required for admission on this basis should include the following:

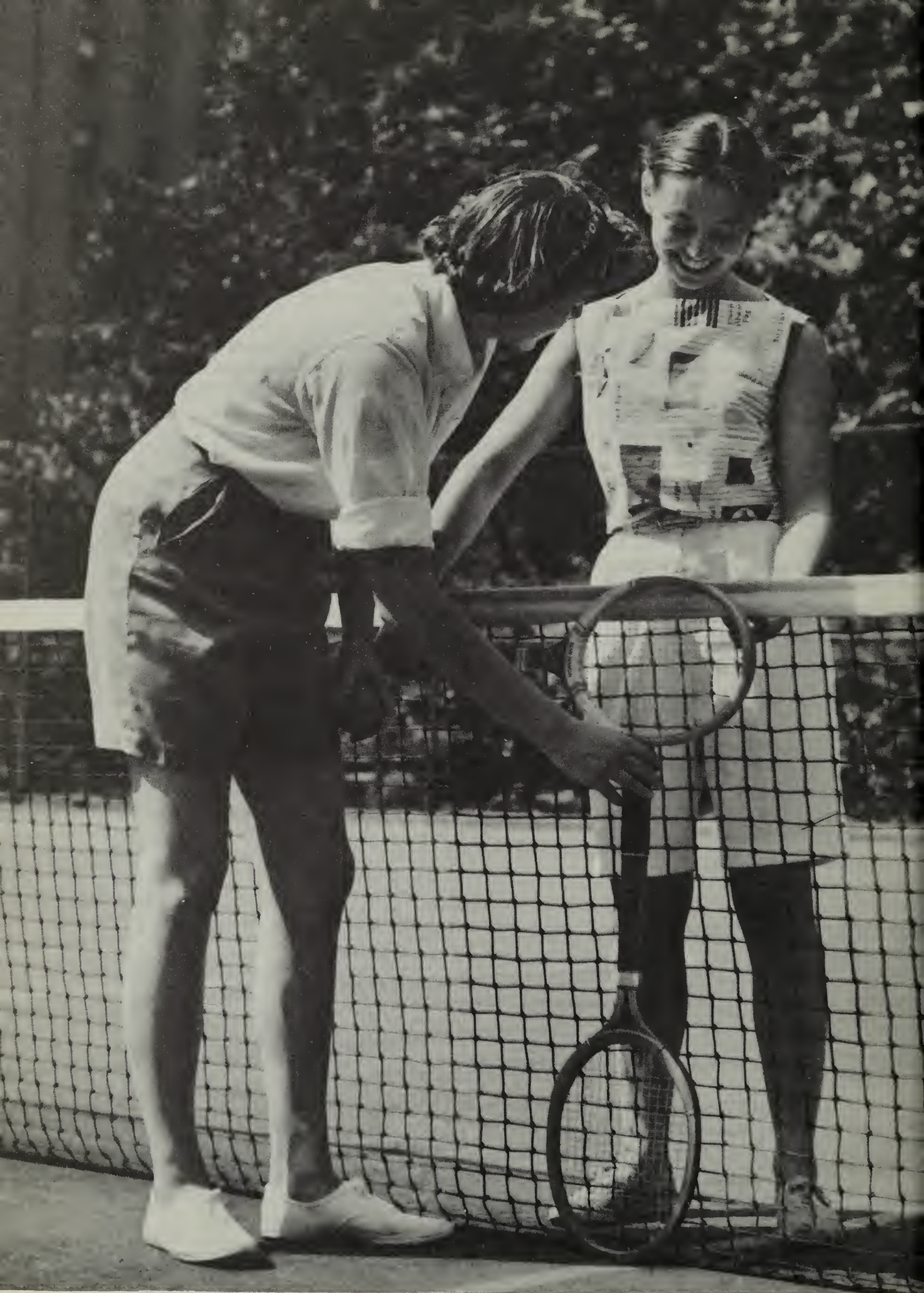
	<i>Points</i>
<i>Required:</i> Biology, chemistry,* or physics	8
English	6
Psychology	6
Sociology	6
	<u>26</u>
<i>Elective:</i> Language, history, mathematics, economics, philosophy or religion,† fine arts, or supplementary courses in the required fields.	34

No credit will be granted for commercial, home economics, physical education, or vocational courses. No credit will be granted for any one-point course.

This program is frequently referred to as a five-year course—two academic years in a college or university elsewhere and three academic years and two summer sessions in the basic course in nursing here.

* Chemistry is required if it has not been taken in high school.

† A maximum of six points may be allowed for courses in religion or speech.



TENNIS ON THE MEDICAL CENTER COURTS

Special consideration on an individual basis will be given to outstanding students who do not meet the requirements outlined under Groups A and B, or to students transferring from another school of nursing.

It is important that the college and the courses of study be approved by the University before final selections are made. Applicants should therefore communicate with the Department of Nursing two years in advance of the date of entrance if possible.

ADMISSION PROCEDURE

An applicant for admission must file application on a form supplied by the Department of Nursing. The completed form must be accompanied by the application fee: a check or money order for \$15 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore not returnable, nor is it credited toward tuition.

It is desirable to file application from one to two years in advance of the date of entrance. After the completed form reaches Columbia, the applicant's academic record will be secured by the Department of Nursing from the college attended.

An appointment for a personal interview and the aptitude tests and for a physical examination by the school physician will be made by the Department of Nursing, probably within six months of the desired date of entrance. An applicant who lives at too great a distance to arrange for the preliminary interview and examination is accepted on condition that she meet all requirements at the time of admission. Failure to do so will necessitate immediate withdrawal. She should, therefore, come financially prepared to return home if necessary.

The admission of married students is a matter for individual consideration.

Instructions about uniforms and equipment will be sent following final acceptance.

Application blanks and any further information about the course in nursing may be secured from the Department of Nursing, Faculty of Medicine, Columbia University, 630 West 168th Street, New York 32, N.Y.

► REGISTRATION

Before attending classes, each student must register in person during the registration period. Registration consists of filling out forms and paying the fees. For 1960-1961, first-year students register on September 7 from 9 a.m. to noon and from 1 to 5 p.m.; they will be notified by the Admissions Office where they are to report.

Second- and third-year students register in May for the following academic year. The exact dates and hours will be announced. The comprehensive fee must be paid in May, but tuition is payable by the date on which classes begin in September.

REGULATIONS

Each person whose registration has been completed will be considered a student

of the University during the term for which she is registered unless her connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which she is first registered.

The privileges of the University are not available to any student until she has completed her registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until her fees have been paid. No student is permitted to attend any University course for which she is not officially registered unless she has been granted auditing privileges. No student may register after the stated period unless she obtains the written consent of the Associate Dean.

ATTENDANCE AND LENGTH OF RESIDENCE

No degree or certificate will be granted to a student who has not registered for and attended at the University courses of instruction equivalent to at least one academic year of full-time work.

Students are held accountable for absences incurred owing to late enrollment and are expected to attend punctually each class or laboratory exercise in each course. For credit toward the certificate or degree, regular attendance is required in addition to the proficiency attested by classwork and examination.

Students whose religious duties conflict at any time with academic requirements should apply to the Associate Dean for an equitable solution.

A student in good standing may, for reasons of weight, be granted a leave of absence by the Associate Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and whether these courses will be offered again during her residence in the School.

GRADES

The grading system is as follows: A+ or A, excellent; A— or B+, good; B or B—, average; C+ or C, fair; C—, poor but passing; F, failure.

The mark of ABS (authorized absence from an examination) is given by the instructor only with the approval of the Office of the Associate Dean. An application fee of \$10 is charged for each special examination.

The mark of INC (incomplete) is given at the sole discretion of the Office of the Associate Dean and only under special circumstances. The student must remove the INC by completing a special work assignment by a specified date.

MARRIAGE

A student contemplating marriage during her program in nursing should consider seriously whether or not she is able to meet the demands of both responsibilities. Before any definite plans are made, she should discuss the matter with the Office of the Associate Dean.

Permission to continue in the nursing program after marriage is granted on an

individual basis, and the student's level of accomplishment, her health, and her contribution to the over-all program of the School are taken into consideration. Married students in the Third-Year Class and Group A of the Second-Year Class may request permission to live outside the residence. Permission is granted on an individual basis and is dependent upon the student's meeting certain specific qualifications which are stated in the marriage policies.

ACADEMIC DISCIPLINE

The continuance of each student upon the rolls of the University, the receipt by her of academic credits, her graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University, which is free to cancel her registration at any time on any grounds which it deems proper. The disciplinary authority of the University is vested in the President and, subject to his reserved powers, in the dean of each faculty and the director of the work of each administrative board.

► FEESS

The following fees, prescribed by statute, are subject to change at the discretion of the Trustees:

COMPREHENSIVE FEE

For the first and second years, per year	\$100.00
For the third year	
Group A students	50.00
Group B students	100.00

TUITION

For the first and second years, per year	\$350.00
For the third year	250.00

APPLICATION FEES AND LATE FEES

Application for admission	\$15.00
Application for each special examination	10.00
Renewal of application for a degree (see below)	1.00
Late registration	6.00
Late application, or late renewal of application, for a degree	5.00

PAYMENT OF FEES

Fees are to be paid in the form of a check or money order made payable to Columbia University.

First-year students must pay tuition and the comprehensive fee in September as part of registration. Second- and third-year students must pay the comprehensive fee as part of their registration in May and must pay the tuition by the date on which classes begin in September.

If fees are paid after the due date, they will not be reduced and a late fee of \$6.00 will be imposed.

WITHDRAWAL AND ADJUSTMENT OF FEES

A student in good academic standing who is not subject to discipline will always be given an honorable discharge if she wishes to withdraw from the University. If she is under twenty-one years of age, her parent or guardian must first give consent in writing to the Associate Dean.

The comprehensive fee, application fees, special fees, and late fees are not refundable. If a student withdraws from the School, a partial return of the tuition may be authorized by the Registrar. When a rebate is allowed, it will be reckoned from the day upon which the Registrar receives written notice from the student.

APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE

A candidate for a degree must file application by the date specified in the Academic Calendar. If the degree is not earned by the next regular time for the issuance of diplomas subsequent to the date of filing, the application may be renewed for a fee of \$1.00 each time that the candidate chooses to come up for consideration. Degrees are awarded three times a year—in October, February, and June.

► ESTIMATED EXPENSES

Throughout the course, students are allowed maintenance in Maxwell Hall. Uniforms (navy blue) are provided by the student and are used during the first term and during the course in public health nursing in the third year. These and other items such as books cost approximately \$75. Expenses associated with the orientation program and incidental items such as key deposits total about \$10. School uniforms are provided for the remainder of the nursing course. Expenses such as class dues of \$5.00 per year (determined by the Student Government Association) and expenses incident to graduation, including yearbook and alumnae association dues, total approximately \$30. Twenty dollars of this is paid during the third year.

► FINANCIAL AID

A number of scholarships are available for students in all three classes. Further information and application forms may be obtained from the Department Office. The amounts of the stipends listed below are approximate.

SCHOLARSHIPS OF THE ALUMNAE ASSOCIATION OF THE PRESBYTERIAN HOSPITAL SCHOOL OF NURSING

Ten scholarships of \$150 each and five scholarships of \$100 each, awarded annually to students who have been in the School at least six months and whose record of achievement in classes and clinical practice is high, whose health is excellent, and who are making a contribution to the social life of the school.

DEAN SAGE SCHOLARSHIP

One scholarship of \$700, given in memory of Mr. Dean Sage, late president of the Presbyterian Hospital Board of Trustees, and awarded annually to an entering student.

FREDERICK STURGES, JR., SCHOLARSHIPS

Two scholarships of \$500 each, awarded to entering students.

JANE MC ALLISTER SCHOLARSHIP

A stipend of \$450, used to help pay the tuition of two or more second-year students.

MARGARET E. CONRAD SCHOLARSHIPS

Two scholarships, one of \$850 and the other of \$350, awarded annually.

MARY SENCINDIVER SPECHT SCHOLARSHIP

One scholarship of \$100, awarded annually to an entering student.

VIVIAN B. ALLEN SCHOLARSHIP

A stipend of \$1,250, awarded annually as two or more tuition scholarships.

ANNUAL BENEFIT SCHOLARSHIP FUND

The proceeds of a benefit sponsored by a committee of parents, faculty wives, and friends of the Department of Nursing. Last year the fund amounted to \$5,000 and was apportioned as tuition scholarships.

LOANS

A student loan fund is maintained from which students may borrow reasonable amounts without interest. The Wray Loan Fund, for third-year students, was established in 1958. Further information may be obtained from the Department Office.

STUDENT EMPLOYMENT

A limited number of students in good standing are given appointments for child care, clerical assistance in the Tod Memorial Library, and general typing. It should be understood, however, that at best this earning can only help meet incidental expenses. Students should apply at the Department Office.

► LIVING ARRANGEMENTS

Anna C. Maxwell Hall, 179 Fort Washington Avenue, the residence of the School of Nursing, overlooks the Hudson River, and connects by underground



ANNA C. MAXWELL HALL, SCHOOL OF NURSING RESIDENCE

passage with the other buildings of the Medical Center. Reception rooms, dining room, snack bar, library, and recreational facilities are located in this building. Each student has a single room with running water. Every effort has been made to create a homelike atmosphere and provide wholesome living conditions.

All students under the Department of Nursing are allowed maintenance in the residence hall during the course of study.

► STUDENT HEALTH SERVICE

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences, as well as student committees of the Student Government Association, health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual's responsibility for her own well-being, both emotional and physical.

The health of the student is closely supervised. Physical examinations are made at regularly scheduled periods and at other times, when necessary, by the school physician; laboratory investigations are made when indicated. Chest x-ray or tuberculin tests, or both, are done semiannually. Students are under the care of the school physician or surgeon during their registration in the School. Within reasonable limits, the Department assumes the cost of medical care of illness originating during the student period. All students are covered by Blue Cross membership. The expenses of dental care and eye refraction must be borne by the student.

► STUDENT ACTIVITIES

In accordance with the plan for all schools under the University, the students are organized under a Student Government Association. Through this organization the students have representation on the University Student Council, and are eligible for participation in the many activities at the Medical Center and on the Morning-side campus.

The Honor System, which pertains to academic and other aspects of student life, is one of the major responsibilities of the Student Association. All students accept responsibility for maintaining a strong sense of individual and group honor.

The Activities Council of the Student Government Association provides a program of cocurricular activities to help meet the major interests of the student group. A joint committee, with representatives of the P&S Club of the College of Physicians and Surgeons, provides for coordination of the program of the two groups and allows for many cooperative undertakings.

The cocurricular program is under the guidance of the recreational director. Tennis courts in the hospital garden, swimming pool, gymnasium, and game room in Maxwell Hall offer opportunity for recreation. A station wagon owned by the School provides transportation for recreational and educational trips.

The Student Handbook, published by the Student Government Association, con-



SWIMMING POOL ACTIVITIES ARE IMPORTANT IN STUDENT RECREATION

THE STUDENTS LEAVE FOR A SKI TRIP IN THE SCHOOL STATION WAGON



tains a detailed account of the various student activities as well as the constitution and by-laws of the association. *Vital Signs*, written and edited by students, is the student newspaper.

It is anticipated that the students will assume a contributing role in the School community.

► GRADUATION

At the Commencement exercises of Columbia University the degree of Bachelor of Science will be conferred upon students who have completed the prescribed course in the Department of Nursing and who are recommended by the Faculty of Medicine. Diplomas are presented individually at special exercises held by the Department of Nursing.

Every student completing the course will receive a certificate in nursing from the Presbyterian Hospital, upon recommendation of the Faculty of Medicine.

The diploma admits the graduate to membership in the Alumnae Association of the School of Nursing of the Presbyterian Hospital in the City of New York, and together with her state license to practice nursing (R.N.), it entitles her to membership in the American Nurses Association and other professional organizations.

Distribution of Students

In 1959-1960 a total of 128 colleges and universities were represented in the student body.

Adelphi	1	Georgetown	1	Mount St. Vincent	4
Allegheny	2	Georgetown Visitation	1	Muskingum	1
Anna Maria	1	Goucher	1		
Asbury	1	Greenbrier	1	New Hampshire	1
Augustana	1	Green Mountain	10	New Rochelle	3
		Grove City	2	New York University	1
Bard	2			Northwestern	1
Barnard	6	Hamline	1		
Bates	10	Hartwick	1	Ohio Wesleyan	3
Blackburn	1	Hofstra	1	Ottawa	1
Boston University	3	Hood	2	Otterbein	1
Bradford	4	Hope	1		
Briarcliff	3	Houghton	23	Pasadena	1
Brigham Young	1	Hunter	1	Packer Collegiate	
Bucknell	6			Institute	3
Buffalo	1	Immaculata	1	Pembroke	2
		Indiana	1	Pennsylvania State	2
California	2			Pine Manor	4
Cazenovia	4	Juniata	2	Potomac State	1
Cedar Crest	2			Purdue	2
Centenary	17	Keuka	2		
Colby Junior	11	Keystone	2	Queens	1
Concordia Junior	2	King's	7		
Cornell	1	Knox	1	Randolph-Macon	1
				Redlands	1
Denison	1	Ladycliff	1	Regis (Mass.)	2
DePauw	1	Lake Forest	1	Rhode Island	1
Dickinson	1	Lasell	1	Rochester	11
Douglass	14	Lebanon Valley	2	Rosary Hill	1
Drew	3	Lycoming	1	Rosemont	1
Dubuque	1			Russell Sage	1
Duke	4	McGill	1		
		Maine	1	St. John's (Annapolis)	1
Earlham	1	Marymount (N.Y.)	2	St. Joseph's (Brooklyn)	3
Elizabethtown	1	Marymount (Va.)	1	Simmons	4
Elmira	30	Marymount Junior	1	Skidmore	3
Emory	1	Maryville (Tenn.)	2	Smith	6
Emporia	1	Mary Washington	3	Stephens	1
		Marywood	1	Susquehanna	6
Fairleigh Dickinson	5	Miami (Ohio)	1	Sweet Briar	3
Finch	1	Middlebury	3	Syracuse	4
Fordham	3	Missouri	1		
		Mount Holyoke	7	Tennessee	1

Tennessee Wesleyan	1	Wellesley	2	Westminster (Pa.)	1
Tufts	1	Wells	1	Wheaton (Ill.)	2
		West Virginia Wesleyan	1	Wheaton (Mass.)	1
Valparaiso	1	Westbrook	1	William Smith	3
Vermont	1	Western	1	Wilson	1
Vermont Junior	2	Western Maryland	1	Wisconsin	1
Virginia Intermont	1	Western Reserve	1	Wooster	4

Administrative Nursing Staff

PRESBYTERIAN HOSPITAL

Director of Nursing: Eleanor Lee

Director of Nursing Service: Marion D. Cleveland

Assistant Directors of Nursing Service: Mary I. Crawford, Martha E. Haber, Constance C. Hamon, A. Beatrice Langmuir, Marjorie Peto, Helen F. Pettit, Helen L. Scott, Cora Louise Shaw, Margaret Wells, Mary E. Windrow, Delphine W. Wolcott, Phyllis M. Young

NEW YORK STATE PSYCHIATRIC INSTITUTE

Director of Nursing: Edith E. Morgan

Assistant Director of Nursing: Gertrude Clawson

VISITING NURSE SERVICE OF NEW YORK, INC.

Executive Director: Anna Fillmore

Director of Education: Mary McCall Tyrie

VISITING NURSE ASSOCIATION OF BROOKLYN, INC.

Executive Director: Eleanor W. Mole

Education Director: Katherine M. Disosway

BUREAU OF PUBLIC HEALTH NURSING, NEW YORK CITY DEPARTMENT OF HEALTH

Director: Patricia I. Heely

Assistant Director (in charge of education): Leah Hoenig

Academic Calendar, 1960-1961

1960

- Sept 6** Tuesday. Orientation to program for Class of 1963.
- 7** Wednesday. Registration, including payment of fees, for Class of 1963.*
- 12** Monday. Autumn term begins for the Class of 1963.
Autumn quarter begins for the Class of 1962.
- 19** Monday. Autumn quarter begins for the Class of 1961.
- Oct 26** Wednesday. Award of October degrees.
- Nov 8** Tuesday. Election Day. Holiday.
- 24** Thursday. Thanksgiving Day. Holiday.
- Dec 1** Thursday. Last day for filing application, or renewal of application, for all degrees to be awarded in February.†
- 5** Monday. Winter quarter begins for the Class of 1962.
- 12** Monday. Winter quarter begins for the Class of 1961.
- 21** Wednesday. Award of December degrees.
- 25** Sunday. Christmas Day. Holiday.

1961

- Jan 2** Monday. New Year's Day. Holiday.
- 2** Monday. Completion of course for Group A students of Class of 1961.
- 30** Monday. Spring term begins for the Class of 1963.
- Feb 22** Wednesday. Washington's Birthday. Holiday.
Award of February degrees.
- 27** Monday. Spring quarter begins for the Class of 1962.
- Mar 1** Wednesday. Last day for filing application, or renewal of application, for all degrees to be awarded in June.†
- 6** Monday. Spring quarter begins for the Class of 1961.
- May 1** Monday. Last day for filing *late* applications for June degrees.
- 22** Monday. Summer quarter begins for the Class of 1963.

* Students allowed to register after this date must pay a late fee.

† Students who file application after this date must pay a late fee.

- 29** Monday. Summer quarter begins for the Class of 1962.
- 30** Tuesday. Memorial Day. Holiday.
- June 4** Sunday. Baccalaureate Service for the Class of 1961.
- 6** Tuesday. Conferring of degrees on students of the Class of 1961. Ceremony at Columbia University.
- 7** Wednesday. Presentation of diplomas and certificates to the Class of 1961. Ceremony in the Presbyterian Hospital Garden.
- 8** Thursday. Alumnae Day activities.
- 9** Friday. Completion of commencement activities for the Class of 1961.
- July 4** Tuesday. Independence Day. Holiday.
- Aug 1** Monday. Last day for filing application, or renewal of application, for all degrees to be awarded in October.*
- Sept 4** Monday. Labor Day. Holiday.

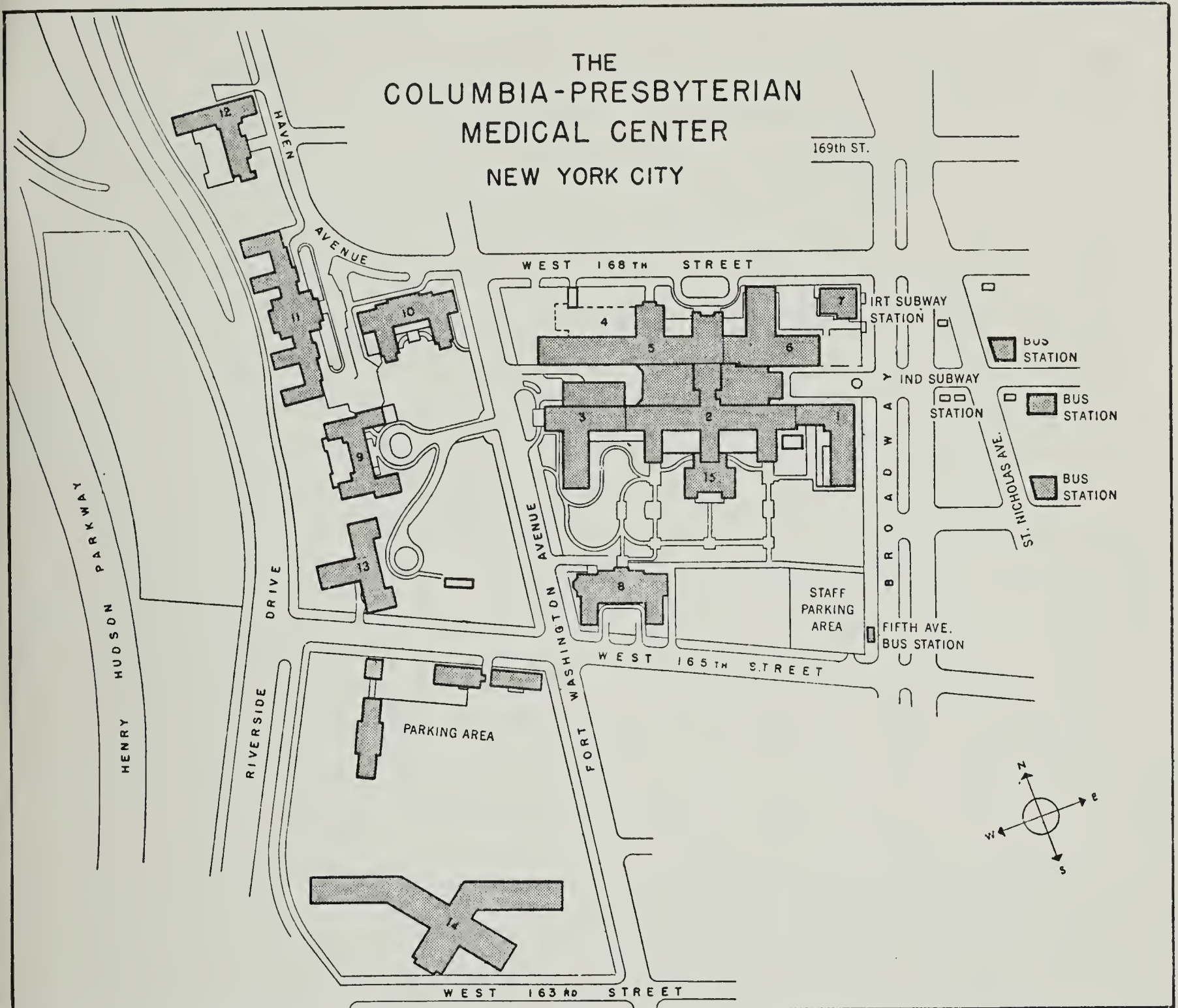
VACATIONS

In the first year of the course, one week of vacation is arranged during the Christmas holiday period. Four weeks of vacation will be scheduled between spring and autumn terms in accordance with the courses carried.

* Students who file application after this date must pay a late fee.



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1. BABIES HOSPITAL
2. PRESBYTERIAN HOSPITAL
N. Y. ORTHOPAEDIC HOSPITAL
SLOANE HOSPITAL
SQUIER UROLOGICAL CLINIC
3. HARKNESS PAVILION
4. POWER HOUSE
5. COLLEGE OF PHYSICIANS
AND SURGEONS
6. VANDERBILT CLINIC
SCHOOL OF DENTAL AND
ORAL SURGERY

7. N. Y. CITY DEPT. OF HEALTH
SCHOOL OF PUBLIC HEALTH AND
ADMINISTRATIVE MEDICINE
8. INSTITUTE OF OPHTHALMOLOGY
9. MAXWELL HALL
10. NEUROLOGICAL INSTITUTE
11. N. Y. STATE PSYCHIATRIC INSTITUTE
12. BARD HALL
13. HARKNESS MEMORIAL HALL
14. FRANCIS DELAFIELD HOSPITAL, N.Y.C.
15. PAULINE A. HARTFORD
MEMORIAL CHAPEL

TO REACH THE MEDICAL CENTER: By subway, the Washington Heights Express of the IND Eighth Avenue or the Van Cortland Park Express of the IRT Seventh Avenue. By bus, Fifth Avenue Bus #4 or #5. By car, the Westside Highway exit at the George Washington Bridge. Parking facilities are available at West 164th Street and Fort Washington Avenue.

